



## **Redesign Plan**

**Marvin L. Winans Academy of Performing Arts  
Elem.**

**Marvin L. Winans Academy of Performing Arts**

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# Executive Summary

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

### Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

The Marvin L. Winans Academy of the Performing Arts began in 1997 by Marvin L. Winans, the Grammy-winning artist of the famed 'Winans' gospel group. The school started with grades K-5 and 248 students and one grade was added every year until the school reached 12th grade. The school emphasizes a commitment to excellence and Chancellor Winans is motivated to have each student achieve their highest goals.

There are now over 1,100 students attending Winans Academy. The Academy is a Michigan public charter school serving grades K-12. The district consists of 3 schools on two campuses. The elementary school, on the Dominican campus, can house 750 students. The middle and high schools, on the Nevada campus, can house 450 students and is set for expansion in the near future. Both campuses provide a safe and positive environment in which students can learn.

The Academy offers both an academics and a performing arts curriculum. The award winning performing arts department allows students to express themselves creatively while giving them exposure to the fine arts. Classes include dance, orchestra, art, vocal, music and drama, all of which have been recognized in competitions and exhibitions locally and nationally.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### Vision Statement

The vision of the Marvin L. Winans Academy of Performing Arts of Performing Arts district is to open the door to rigorous academics and expose the students to the world through the arts.

### Mission Statement

The mission of Marvin L. Winans Academy of Performing Arts is to prepare students for academic and performing arts excellence and responsible leadership distinguished by:

1. Confident students challenged to be educational risk-takers, problems solvers and active leaders of the 21st century.
2. Exemplary instruction that is student centered.
3. Our commitment to build capacity by - empowering every instructional leader and all personnel toward excellence.
4. Meaningful partnerships with families, communities and world-wide leaders & constituents.
5. Celebrations of the power of Performing Arts and real world engagements.

### Beliefs Statement

1. A vibrant community understands its past and determines its future.
2. Excellence is a habit which we will relentlessly pursue, and we will never settle for mediocrity from students or staff.
3. Regardless of race, gender, disability or economic status, children can succeed if they have access to a quality education and exposure to college and career readiness opportunities.
4. All students should be provided an educational environment that is conducive to learning and teaching which enhances the progress of students.
5. That a well-rounded curriculum in mathematics, language arts, science, social studies and the performing arts will provide students with the opportunity for entering college or the professional world.
6. Partnership with community organization, staff, students and parents will help students reach academic and civic goals.
7. Without excuse, we will prepare this generation of leaders in our communities to be assets with access to a competitive world of diverse opportunities.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Marvin L. Winans Academy of Performing Arts believes that every student deserves our very best. Defying the odds is not a cliché, rather our commitment. We are moving forward over the next three years urgently and tirelessly to make sure each student becomes a scholar and leader of their generation.

Winans Academy seeks to prepare our students for lives of highest quality and productivity. Our students will have the skills to become middle school scholars' then high school trend setters and ultimately, college and career-ready leaders for today's innovative market.

### Framework for Success

1. Students learning and leading their community
2. Highly Qualified Teachers & Staff
3. Effective School Leadership
4. Engaged Families
5. Supportive Environment



Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

DYNAMIC TEACHING & LEARNING

- Creative classrooms
- Rigorous Instruction
- Highly Qualified Teams
- Hands on Experiences
- Relevant life lessons
- College exposure
- Career readiness

PREMIER PERFORMING ARTS

- Over \$80,000 of FREE LESSONS from K-5th
- \*Orchestra
  - \*Violin
  - \*Drama
  - \*Dance
  - \*Vocal
  - \*Spanish
  - \*Visual Arts

LEARNING CENTER

- Timely and additional support for students with:
- unique/special needs & disabilities
  - Push In & Pull Out services

Individualized & small group services

Timely and additional support for students furthest away from proficiency goals:

- Interventionists
- Paraprofessionals
- Push In, Pull aside and pull out
- Individual & small group support

RESPONSE TO INTERVENTION (RTI)

- Timely and additional support services for students
- RTI classes during school day
  - Interventionists support in/out of class

After School Academic Program  
Extended Day Program

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

| <b>Label</b>            | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b>      |
|-------------------------|---|-----------------|---|------------------------|
| Teacher Evaluation Tool | Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers. | Yes             | The attached evaluation in the final stages of modifications to include a significant connection to student growth to assess the effectiveness of leaders as per Section 1249 of the Revised School Code. | Winans Academy SY14-15 |

| <b>Label</b>                  | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b>                           |
|-------------------------------|--|-----------------|---|---|
| Administrator evaluation tool | Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders. | Yes             | The attached evaluation in the final stages of modifications to include a significant connection to student growth to assess the effectiveness of leaders as per Section 1249 of the Revised School Code. | Winans Academy Principal Evaluation SY14-15 |

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

**Assurance of Operational Flexibility**

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>   | <b>Attachment</b> |
|--------------|---|-----------------|--|-------------------|
|              | Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen. | No              | As a public school academy we do not have a collective bargaining agreement. |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------|---|-----------------|---|-------------------|
|              | <p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> | No              | As a Public School Academy our school does not have a collective bargaining agreement |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b>   |
|--------------|---|-----------------|---|---|
|              | Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c | No              | As a public school academy we do not have a collective bargaining agreement. However, we do commit to adhering to the requirements of Section 8a of MCL 380.12080c. | Winans Academy MOU SY14-15<br>Winans Academy Board MOU SY 14-15 |

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| Label | Assurance  | Response | Comment  | Attachment                          |
|-------|--|----------|--|-------------------------------------|
|       | Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c. | Yes      | Redesign Assurance Signature Page is attached! | Winans Academy Signature Page 14-15 |



# **Transformation Redesign Diagnostic**

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

**PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

|                   |                             |                                  |
|-------------------|-----------------------------|----------------------------------|
| Tomi Ingram       | School Leader               | tingram@winans.spfs.k12.mi.us    |
| Dr. Randy Hayward | Superintendent              | Hayward@winans.spfs.k12.mi.us    |
| Erica Hogan       | Dean of Operation           | ehogan@winans.sfps.k12.mi.us     |
| Eugene Roberts    | Math Interventionist        | erobert@winans.spfs.k12.mi.us    |
| Denys Singleton   | Teacher & PLC Leader        | dsingleton@winans.spfs.k12.mi.us |
| Steven Lett       | Coach                       | slett@winans.spfs.k12.mi.us      |
| Tanisha Irvin     | Coach                       | tirvin@winans.spfs.k12.mi.us.    |
| Nancy Clark       | Guardian                    | nclark@winansacademy.org         |
| Heather Williams  | School Improvement ISD      | WilliaH@resa.net                 |
| Dr. Ethel Jones   | MSU Intervention Specialist | joneset2@msu.edu                 |

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

Based upon our data dialogues with Wayne RESA, MSU, school and analysis of multiple sources of data, our team decided the two 'big ideas' intended to change teaching and learning in ways that promote student achievement would be: Establish a Culture of Collaboration and Differentiation of Instruction.

Culture of Collaboration is building capacity through professional learning communities (PLC). At its core, the concept of a PLC rests on the premise of improving student learning by improving teaching practice (<http://www.sciencedirect.com/science/article/pii/S0742051X07000066>).

Winans Academy recognizes to transform our school community with sustainable results, we must shift from traditional teacher-isolated instruction to a community that works collaboratively around (1) a shared understanding and commitment to high goals; (2) possess an assumption that all of our students can learn; (3) open communication openly and transparent problem solving through ongoing communication; (4) continuous assessment of teaching and learning; (5) timely intervention and acceleration for students; (5) shared professional commitment to reflecting on our own practices, new learning and rethink our approaches; (6) teaching and assessment practices based on teacher-directed action performing teams as opposed to pointing the finger at children for minimum gains and short comings. When researchers examine the connection between the quality of classroom pedagogy and the existence of the core characteristics of cultures of collaboration Louis and Marks (1998), they documented that the presence of professional community in a school contributes to higher levels of social support for achievement and higher levels of authentic pedagogy. Effective collaboration is about maximizing time, talent and tools to create value. All stakeholders come together simultaneously to work and make decisions regardless of our function, level or role. Making this happen requires tools and processes plus the Culture of Collaboration. Without the culture, collaboration progress tends to stall and the best tools, processes, systems and leadership strategies fall flat. Bringing staff, teachers and parents together to do the work of the school is not easy. Rather, school leaders must help all members of the school community feel a sense of pride and ownership in their work.

"Outcomes for both staff and students schools where there is a culture of collaboration have resulted in: reduction of isolation of teachers; increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission; shared responsibility for the total development of students and collective responsibility for students' success; powerful learning that defines good teaching and classroom practice, that creates new knowledge and beliefs about teaching and learners; increased meaning and understanding of the content that teachers teach

and the roles that they play in helping all students achieve expectations; higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students; more satisfaction and higher morale, and lower rates of absenteeism; significant advances into making teaching adaptations for students, and changes for learners made more quickly than in traditional schools; commitment to making significant and lasting changes ; higher likelihood of undertaking fundamental, systemic change.

For students, the results include: decreased dropout rate and fewer classes 'cut'; lower rates of absenteeism; increased learning that is distributed more equitably in the smaller high schools; larger academic gains in math, science, history, and reading than in traditional schools; smaller achievement gaps between students from different backgrounds." (Hord, 1997).

Our second big idea, Differentiated Instruction is personalized individual and small group instruction; custom tailored to meet varied ability and tiered leveled learners with consideration to their different learning styles and modals. No two students enter a classroom with identical

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abilities, experiences, and needs. Learning style, language proficiency, background knowledge, readiness to learn, and other factors can vary widely within a single class group. Regardless of their individual differences, however, students are expected to master the same concepts, principles, and skills. Helping all students succeed in their learning is an enormous challenge that requires innovative thinking and use of differentiated instruction is our vehicle.

In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K-12 classrooms in Alberta and found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

Differentiation is a way of teaching that provides each student with experiences and tasks that will improve learning. According to Thompson (2009), differentiation in teaching helps students by giving "options for processing and internalizing the content." Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction.

Lawrence-Brown (2004) confirms that "differentiated instruction can enable students with a wide range of abilities--from gifted students to those with mild or even severe disabilities--to receive an appropriate education in inclusive classrooms. Building on Vaughn, Bos, and Schumm's (2000) basic, three-level planning pyramid and Tomlinson and Kalbfleisch's (1998) work on differentiated classrooms, Lawrence-Brown explains how a teacher might address some students' individualized education plan goals by adapting the classroom curriculum to include manipulatives, visual aids, charts, audiotapes, and explicit expectations, while also offering an enriched curriculum to gifted students.

"

### State what data were used to identify these ideas

The data used to identify the "big ideas were gathered from achievement, perception, and process data.

CULTURE OF COLLABORATION is building capacity through professional learning communities (PLC). At its core, the concept of a PLC rests on the premise of improving student learning by improving teaching practice (<http://www.sciencedirect.com/science/article/pii/S0742051X07000066>).

According to our observation results of our Charlotte Danielson Framework for Teaching Domain 2 Classroom Environment and Domain 3 Instruction: 13% of teachers were scored unsatisfactory, 28% Basic, 59% Proficient and 0% Distinguished. The overall teacher effectiveness as a school was 100% minimally effective.

In 2012-2013 school experienced 48% teacher turnover rate in 2012-2013 with the experience level of key teaching and learning personnel: 0-3 years 44%; 4-6 years 32%; 7-10 years 6%; and 11+ years 18%. One year later, school experienced 42% turnover in 2013-2014 with the experience level of key teaching and learning personnel are: 0 - 3 years teaching 54%; 4 - 6 years teaching 25%; 7 - 10 years teaching 13%; 11 + years teaching 8%.

According to perception, program and process ED Yes data, they believe lack of knowledge and reflective processes on best practices hinder student achievement.

When we looked at the program/process data our school scored a rating 2-out of 4 in the area of Personnel Qualifications (III - Personnel and Professional Learning), the area in need of greatest improvement. Trends that were noticed were that (1) the teaching staff is involved in professional development but there are areas of growth in capitalizing on the information presented and sharing collaborative as a group;

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(2)staff only met periodically to collaborate around context-embedded professional development; (3) Teacher turn-over and experience levels warranted a continuous need to build content capacity and instructional support(4)Teams of staff within and across grade levels and/or departments (special education) only met periodically to collaborate around context-embedded professional development and (5) the induction of a mentoring program for new teachers by a master teacher is partially implemented.

### DIFFERENTIATED INSTRUCTION

Differentiation is a way of teaching that provides each student with experiences and tasks that will improve learning. According to Thompson (2009), differentiation in teaching helps students by giving "options for processing and internalizing the content."

According to the achievement data proficiency targets were met on accountability level and progress commended, though students are still disparagingly behind in math, science, and social studies achievement levels. Achievement data from the MEAP showed: 3rd Graders below proficient in MEAP Math by 78.3% in 2010-2011; 90.3% below proficient in Math 2011-2012; 81% below proficient in Math 2012-2013 and 87.9% below proficient in Math 2013-2014. In the area of 3rd grade reading 58% of our students were below proficient in 2010-2011; 59.20% below proficient in 2011-2012; 67% below proficient in 2012-2013; and 65% below proficient 2013-2014

4th Graders below proficient in MEAP Math by 90.3% in 2010-2011; 92% below proficient in Math 2011-2012; 92.9% below proficient in Math 2012-2013 and 91.3% below proficient in Math 2013-2014. In the area of 4th grade reading 57.7% of our students were below proficient in 2010-2011; 61.6% below proficient in 2011-2012; 65.5% below proficient in 2012-2013; and 64.6% below proficient 2013-2014. In writing 87.2% of our students were below proficiency in 2010-2011; 92% below proficiency in 2011-2012; 89.4% below proficiency in 2012-2013; and 87.7 % below proficiency in 2013-2014.

5th Graders below proficient in MEAP Math by 89.9% in 2010-2011; 87% below proficient in Math 2011-2012; 88.1% below proficient in Math 2012-2013 and 88.4% below proficient in Math 2013-2014. In the area of 5th grade reading 60.1% of our students were below proficient in 2010-2011; 53% below proficient in 2011-2012; % below proficient in 2012-2013; and 64.6% below proficient 2013-2014. In writing 87.2% of our students were below proficiency in 2010-2011; 92% below proficiency in 2011-2012; 55.5% below proficiency in 2012-2013; and 57.2 % below proficiency in 2013-2014. In Science 98.3% were below proficiency 2010-2011; 98.3% below proficient in 2011-2012; 95% below proficient in 2012-2013; and 92.10% below proficient in 2013-2014.

Achievement data from the schools Performance Series Assessment yielded similar results, growth was made, but not substantial enough to move students above proficiency.

Overall the school had a 6.4% percentage increase in Performance:

- \* 2nd grade had a 9.9% percentage increase in reading
- \*3rd grade 8% percentage increase in reading
- \*4th grade 4.5% increase
- \* 5th grade 3.7% increase

Overall the school had a 5.2% increase in math scores

- \*2nd grade had an 8.2% percentage increase in math
- \*3rd grade 5.6% percentage increase in math
- \*4th grade 2.8% percentage increase in math
- \*5th grade 4.3% increase in math

Overall the school had a 4.7% increase in Science:

- \*2nd grade had a 9.4% percentage increase in science
- \*3rd grade 5.5% percentage increase in science
- \*4th grade 1.6% percentage increase in science

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\*5th grade 2.5% increase in science

The greatest area of deficiency was in Science where a marginal growth of 2.53% was acquired from the base line data 2011-2012 0.85% to 3.88% 2013-2014. All subgroups experienced similar results.

Preparation, professional development, shared techniques and strategies for educators to increase student performance in all content areas is critical to school-wide reform. Collaborating ensures teachers are aligning curriculum with instruction in using appropriate teaching strategies. Differentiation ensures all student needs are met and that they are learning.

## **PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

A new Principal has been hired as a Turn Around school administrator in 2013-2014 to provide rapid and dramatic performances in student achievement.

Tomi Ingram, Principal was recruited from New Jersey's Newark Public School (NPS) District where she worked as an Urban Educator and Turn Around School Leader. She has over 25 years of educational and leadership experience from teaching and leading to working with Cambridge School Quality review teams on SIG grants, and Consultant on school improvement initiatives. Prior to coming to Michigan, Ingram has committed her last 13 years in Newark working with Newark Public Schools in environments that required drastic immediate changes as she is noted for her ability to transform communities in record breaking time frames by galvanizing staff around school missions/visions, and big ideas while empowering stakeholders to take part in achieving success. Ms. Ingram is currently serving her 3rd year in Michigan working not only as school leader of Winans Academy, but also as a School-Wide Improvement Consultant with MDE Office of Field Service and Lead Consultant for Associates of Promise, evincing her ability to enable the staff, students, and community of Winans Academy to be successful in transitioning from bottom to blue ribbon swiftly and dramatically in their Transformation period.

We assure you that Principal Ingram meets all five turnaround competencies.

Focus on Early wins and big payoffs: For 17 years Marvin L. Winans Academy of Performing Arts has undoubtedly exposed students to the world through the arts while academics over recent years has fallen by the way side (priority status). Riveting up staff and students around the "WHOLE" mission (academic and performing arts excellence and responsible citizenship) during her first year, allowed the Principal to focus on early wins and big payoffs. Anything that wasn't mission driven was eliminated thereby making everything purposeful. Defining clear academic, performing arts and responsible citizenship goals enabled staff and students to be intentional about success and not happen stance. Celebrating every milestone of academics, performing arts, and responsible citizenships for staff, students and parents is making progress tangible and boosting school morale around student achievement.

Break Organizational Norms: The Principal began breaking organizational norms by making change a requirement and not an option. She magnified the vision and the mission of Winans Academy by making it greater than any circumstance or obstacle. Refusing to accept excuses primarily because of her confidence in the staff to improve the quality of education for Winans' Academy students, brought the school together with one pursuit, that being "A vibrant community who will understand its past and who will take steps to determine its future for children." Holding herself to the same measures of accountability and demonstrating by her work ethics, "Excellence is a habit" brought stakeholders together with a relentless pursuit for gains in student achievement.

In addition, the Principal declined employment offers of team members, who despite the skills were counterproductive to the mission and school wide improvement by either resisting or hindering change. Choices to be a part of the Academy were refined to those who competencies embellished the vision and mission not just by what they said, rather in who they are and who they will become collectively.



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Act quickly in a fast cycle: Made necessary staff replacements to drive organizational goals and build culture and climate. Implemented Departmentalization to give the staff an advantage to target instruction in the areas of their strength. At the same time, she was able to maximize resources that supported curriculum alignment, culture and climate building and the technology infrastructure by strategically redirecting time, funding allocations and resources. This also, allowed the community to have confidence in the district's ability to support reform efforts while seeing tangible wins in favor of staff and students.

Collect and analyze data: When students are progressing, they receive the accolades but when the school is not attaining, the school gets the blame. When the Principal encouraged making the data public for all students, staff and parents, it made everyone accountable for its outcome. This endeavor gave ownership of the failure and the success among all stake holders and silenced the critics. Secondly, as a District we stood humbly with high levels of transparency before the school community announcing its short comings and Winans' relentless refusal to quit on its commitment to create scholars. Parents applauded the school's honesty and new relationships between school and community were fostered. Most evincing of the Principal's level of competency, was teaching children about their data and how to monitor their learning goals. In fact, students went into testing focused on "beating the red on their Performance Series and racing to the office when reading levels increased. Since the data has become public, every milestone is celebrated as "progress" and not to be confused with having reached the goal until the school has met proficiency targets of 85% school-wide.

Galvanizing staff around the big ideas is demonstrated with the consistent implementation of Ingram's first year's plan and her self confidence and belief in children. When shared with staff opening day, "I chose you" despite the grade and the status because I believe in you", was more than words. It is a commitment that gives the school hope and we have since chosen her as a leader competent to turnaround the school around.

The district will increase leadership capacity by assuring Operational Flexibility to implement the Priority Redesign Plan; actively support school leader with monitoring the use of data, curriculum and instruction, and other achievement initiatives; provide timely observational feedback to the school leader for effective implementation of priority goals. The district will increase leadership capacity by assuring Operational Flexibility to implement the Priority Redesign Plan; actively support school leader with monitoring the use of data, curriculum and instruction, and other achievement initiatives; provide timely observational feedback to the school leader for effective implementation of priority goals. Lastly, the district, Wayne RESA, and SVSU Authorizers will designate personnel who will provide support to increase leadership capacity for teachers to thrive as leaders in Professional Learning Communities (Big Idea) by collaborating around data, curriculum, differentiated best practices (Big Idea), culture and community.

### **Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.**

Marvin L. Winans Academy of Performing Arts will use Charlotte Danielson Framework for Teaching Instrument 2013 to evaluate student growth beginning 2014-2015 school year.

Over 8-years ago the school district used a modified version of Charlotte Danielson (CDF) that reflected their goals and objectives at the time. In 2012-13 district leaders and school administrators began exploring state approved models and attending state training sessions on

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various evaluations with the mandate to adopt and use a tool with fidelity. Teachers were involved in the process 2013-2014 through a series of workshops facilitated by the school and certified Charlotte Danielson Trainers. The value of working collaboratively with staff allowed them to see how CDF will be used equitably to reflect on teaching, improve instruction by addressing mediocre teaching, inform curriculum planning, improve classroom environments, and most important, drive student achievement. When teachers embraced the notion that the CDF could be used not just by the school leader, but also by them to make peer-to-peer observations of best practices or strengthen areas in need of improvement, the need for transparency through professional learning communities (Big Idea) became a key factor. The evaluation then shifted from a tool that said, "I Gotcha You," to a tool that will "Help You," with specifics as to how. This goal will drive us moving forward as a Culture of Collaboration (Big Idea) is pursued.

After year-long discussions with teachers, the school and district opted to utilize the Charlotte Danielson Framework with fidelity for the following reasons (1) It would reduce the learning curve of teachers having to learn an entirely new evaluation tool thereby giving them more time to focus on effective teaching practices that impact student achievement; (2) As a premier performing arts school CDF presented itself to be an unbiased tool that is not impartial to non-academic teachers and/or areas of concentration outside of core content; (3) CDF uses specific language around the instructional implications of big picture concepts of the Common Core State Standards, and student learning; and (4) Assigning student growth measures will not impact the definitions and expectations for each domain and component within each performance level are clear and precise, intentionally designed to be understood by all, regardless of role, position, or experience level. In 2013-2014, the school was trained on the CDF with follow-up training the fall of 2014-2015 in preparation for school-wide implementation of Charlotte Danielson.

50% of the teacher's evaluation will be based on student growth as measured by state's standardized assessments and alternative assessments according to Section 1249 of the Revised School Code. All students are to move a minimum of one-year's growth. The breakdown of domains are: (2) Planning and Preparation 10%; (3) Classroom Environment 15%; (3) Instruction 20%; (4) (1) Student Achievement 45%; Professional Responsibilities (10%).

Discussions around revising the school leader evaluation is in progress. Leadership competencies of success is viable to the very existence of Winans Academy and time is spent in Principal meetings collaborating around a new and/or revised tool. Administrators are evaluated using two instruments. The first is school leader evaluation is administered by the Superintendent twice a year using year round walk through observations, monitoring, and real-time feedback for immediate action. That information is shared in monthly professional learning communities at the district level inclusive of the Chancellor and Management. Administrators are evaluated using two instruments.

The second evaluation tool is called The Vanderbilt Assessment of Leadership in Education (VAL-ED) which is a researched-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's perceived performance. "VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement. VAL-ED is also a 360° assessment, intended to be taken by not only the principal, but by teachers and the principal's supervisor, ensuring that the very best feedback is given to principals. Val-Ed measures leadership skills of school principals; focus on learning-centered leadership behaviors that influence teachers, staff, and student achievement; Interpret against both norm-referenced and standards-referenced criteria; assess principal's against six key processes and six core components, and develop effective leadership for school improvement.

In an effort to build leadership capacity, a teacher who has demonstrated the capacity to lead professional learning communities is given the task to implement the Val-Ed to everyone including the school leader. That teacher will work to ensure equitable delivery of all evaluations are submitted. A key look-for in the results is whether there are disparaging truths about what the staff sees to that of what the school leader perceives or if there is transparency in recognizing strengths and areas in need of growth with consistent truths.

The district has been provided Section 1249 of the Revised School Code and will continue to work collaboratively to develop an evaluation tool that includes student growth factors as a significant factor in school success. 25% of the Administrators evaluation will be based on

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student achievement and/or teacher effectiveness 50% the following year 2015-2016 with the understanding, that other factors of an administrator's role will be included such as: reform plan, school-wide instructional practices, data-based decisions on student achievement, teaching and learning priorities and budget.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

The school has a plan to identify and reward school leaders/teachers/staff that have increased student achievement. Transparency and fairness of the reward plan is evidenced by the use of data to consistently identify student growth. Data is analyzed quarterly and again at the end of the year. Additional rewards are: Inclusion of monetary and non-monetary incentives; Internal and External recognition in the community (marquee, website, newsletter); commendations presented to Board of Directors, Authorizers and ISD; Opportunities to become a new teacher Mentor or conduct in-house workshops sharing best practices or a grade/content leader; Consistent growth measures can lead to upward mobility and advancement in leadership; Annual recognition, bonuses and awards; Set clear goals for excellent performances.

The school has a plan to remove personnel that have been given multiple chances to improve practices and did not with its focus on instruction and student achievement improvement; protocols for evaluation, probation and dismissal; setting of clear action plans and support for satisfactory performance; and establishing training system(s) to support teachers with unsatisfactory performance.

Marvin L. Winans Academy of Performing Arts provides on-going professional development to all of its staff members. At the end of each observation, walk-through, and evaluation periods (biannual), teachers will be given feedback on their performance in attendance, student growth, high quality instruction, classroom environment as it relates to culture and climate and professional responsibilities as prescribed in the Danielson Framework.

In the case that a teacher had multiple opportunities to improve professional practice based on data and quality of instruction, our teaching and learning staff will prioritize those staff members for increased support and development by pushing into their classrooms, prescribing techniques and strategies to improve the quality of teaching and learning.

When the rate of progress negatively interferes with the classroom environment, culture and climate, instruction, and/or professional responsibilities staff is placed on a structured Action Plan by the school leader. The plan consists of goals, objectives, domains from the evaluation rubric, specific best practices to work on and a list of responsible others to work with the teacher to improve the teaching and learning exchange. If the teacher continues to struggle after two to three sessions of intensive support, may be reassigned to another position (more suitable match), terminated (pending impact on student achievement), or placed on a Probationary Performance Improvement Plan.

At the end of the academic year, the Principal will make a final determination on all teacher performances based on growth goals and/or response to feedback. Teachers who are deficient and have made little or no progress may be non-renewed, given opportunity to obtain

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additional professional development and return on probation (new teachers) and/or not invited to return the following academic year.

Our non-renewal process is clear to staff in our organization when they receive their contracts. All contracts are At-Will and with the transparent communication surrounding progress year round, alleviates surprises at the end.

Administrators will also receive ongoing feedback at the end of observations, walk-through, and evaluation periods (biannual) on their performance in implementing: High Standards for Student Learning; Rigorous Curriculum; Quality Instruction; Culture of Learning & Professional Behavior; Connections to External Communities; and Performance Accountability. Any administrator that does not meet measurable goals and improve their effectiveness also receive support to improve practices. In addition, 3 unsatisfactory evaluations will result in removal and/or termination of position.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Staff will receive ongoing, high quality, job-embedded professional development in areas of critical need (reading, math, science, social studies and writing) as noted in the data by way of the big ideas of Culture of Collaboration and Differentiated Instruction. Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). It is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement (Hawley & Valli, 1999; National Staff Development Council, 2010). All of these best practices are embedded in our big ideas.

The school's plan for implementing JEPD begins with a summer institute of rigorous professional development & unit planning around Math, Science, Writing and Social Studies. New Teachers will begin the year off a week prior to returning staff to reduce their learning curve by getting them acquainted to their roles. Followed by Professional Learning Communities that collaborate once a week vertically, horizontally and once a month school-wide. The PLC meetings will focus on culture & collaboration, data-driven instruction and differentiated instruction to continually adjust and improve professional practices monthly driven by research based practices and teacher/student needs.

More specific to our areas of critical need as noted by the data above, Big Ideas and 2013-2014 Accountability Score of Red (0) in reading, writing, social studies, math and science. JEDP will center around using data to support student achievement; research based differentiated best practices; Understanding Common Core Standards; Balanced Literacy; Integration of Technology across disciplines; Mathematics, Science; and Social Studies. Followed by day to day practice in the classroom and collaborative dialogue both content and vertically aligned around content specific instructional practices, student progress, data and intervention through our Culture of collaboration.

Professional development on our identified areas takes place every Wednesday. Teachers implement the strategies learned and the curriculum coach, Math Interventionist and Deans have a schedule for observations with feedback and provide demonstration lessons and modeling. Teachers have two preparation periods daily. One period is a Collaborative Professional Learning exchange meeting as a grade

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level with the School Leader. During this daily time, the Principal along with teachers plan for the following month's content instructions and/or Instructional Student Plans (lesson plans). This assures alignment and continuous process for monitoring the impact of collaboration and differentiation on instructional practices. It is during these sessions that we also look at student data and what strategies worked or didn't. We discuss our lesson objectives, procedures, appropriate assessments and other relevant activities to enhance the teaching and learning process. During these daily meetings with the Principal, teachers have the opportunity to reflect upon their strategies, student performance. Teachers also have the opportunity to share adaptations and interventions that are working. Teachers take an active role in planning the monthly lesson plans and in honing their own skills.

This month the leadership team received special training on the use of the MI School Data Portal, and data dialogues. When teachers meet during the second week of October, we are planning to download and analyze that data and plan our instructional groups for the next month. Lastly, paraprofessionals will serve K-2 bottom 30% in reading and 3rd - 5th bottom 30% in Math and top 30% to mid 40% in Reading using timely additional services. Dean of student, Coach and Interventionist will also support student learning by providing timely and specific instruction to students where appropriate. The district Title 1 Coordinator and school leader will monitor effectiveness and impact on student learning. Progress monitoring from the school leader, Deans, coach, interventionists and Peer-to-Peer on a weekly and case-by-case basis. In addition, monthly walk-through on "Look fors" will be conducted by school leader(s) and teacher peers for the purpose of providing timely feedback, peer coaching, and ongoing JEPD specific to teacher needs.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

Recruiting teachers to the school is based on student needs.

The school district recruits, hires and retains high-quality qualified teachers by sending a group of administrators and school leaders to recruit at teacher fairs in the city and around the state; offering incentives to staff for recommending colleagues; and partner with Teach for America, Preschools, Universities and Colleges.

The primary attributes aggressively sought for when recruiting and assigning teachers to meet the needs of our students rests in the educators passion for:

- Making the difference and being the best and working relentlessly to achieve results by closing the learning gaps.
- Setting high performance goals for students, individually and as a group; prioritizing classroom activities to focus on those that will achieve the highest learning results in the shortest amount of time relative to inputs
- Capable or at least willing to learn a variety of strategies to meet student goals and positively impact cultural proficiency including direct action, others' efforts (students, parents, other staff) and other available resources; regularly monitoring own and student performance against high standards.

Potential candidates are invited to an initial interview with the school leader, management, and teacher(s). Favorable candidates are then scheduled to teach a class evidencing their planning and preparation; instructional best practices; and professional competencies. The process ends with a second interview and successful completion of a background checks. The School Leader and Chancellor will make the

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final decisions.

The following initiatives are used as the school level to decrease turnover and to retain high quality staff by affording teachers opportunities for promotion/career advancements; flexible working conditions; ability to be mentors for new teachers, incentivize with merit pay for exceptional evaluation ratings, and offer service incentives based on number of years at school. Teachers are also able to assume the role as lead teacher over their grade levels, content-based lead teachers and/or Professional Learning Community Coordinator. In addition, staff are able to spear head curriculum projects, workshops and share best practices with the parents, community, and staff.

## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

Our school has chosen Instructional Programs to address the achievement gaps displayed in our data. Each program will focus on the Big ideas of Differentiated Instruction and Culture and Collaboration across subject areas. Through collaboration, teachers will begin to address low areas of achievement through professional discussions and evaluation of differentiated instructional strategies.

The fact that all students represent the economically disadvantaged population there was no distinction in that subgroup and there were too few Special Education students tested for the subgroup to be factored.

Linking the Z-Scores of the Top to Bottom Ranking from the MI School Data Portal and the MEAP achievement data we understand the priority status resulting from 2011-2012 Base line data. Reflecting on the school's most recent 2012-2013 and 2014 analysis we are able to link our instructional program to disaggregated data by subject, grade, level and where applicable subgroup (gender).

Top to Bottom Ranking from the MI School Data Portal revealed E/MS Reading -1.0713: Achievement (z-score): -1.5871; Improvement (z-score): 0.1964; Achievement Gap (z-score): 0.8239.

2013-2014 MEAP data showed for 3rd graders: 65% of our students were below proficient 2013-2014 in Reading; 4th graders 64.6% below proficient in reading; 64.6% below proficient in Reading.

5th grade males scored 45.9% which was 5.2% higher than girls on the reading portion of the MEAP. From 2011-2012 until 2013-2014 girls declined 15% in reading from 55% to 40%. Lack of consistency with instructional practices and programs contributed to low student achievement in reading. It wasn't until the school began to implement the Balanced Literacy program with fidelity four years ago, did the scores begin to shift and gains made. Purchasing more high interest materials for boys as opposed to girls can explain why girls are percentages behind the boys and their overall average is has declined over two years.

Based on the MEAP and Z-scores and previously noted a Balanced Literacy Approach to reading will be an appropriate instructional program for our students. Balanced literacy is an instructional approach that allows teachers to provide all of the important ingredients that go into creating thoughtful, avid readers, and writers (Cunningham & Allington, 2011). Characteristics of a balanced literacy classroom for students and teachers consist of Students engaged in authentic, meaningful reading and writing across the curriculum, in the content areas, that emphasizes higher level thinking. Teachers differentiate the instruction by using a variety of formats to provide instruction, including whole class, small group, individual instruction, and collaborative groups, changing the format depending on what will best achieve their goals.

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The characteristics of a balanced literacy approach are exemplified in an instructional program that includes the research-based components of comprehension, composition, literary analysis, and language conventions. In *Teaching for Meaning in High-poverty Classrooms* Michael S. Knapp (1995) finds four significant factors in high quality literacy instruction: (1)Maximizing students' time reading, (2)Blending reading and writing into every subject area, (3) Explicitly teaching how to make meaning of texts, and (4)Giving students lots of opportunities to discuss what they read.

In 2011-2012 the Academy adopted the research based Balanced Literacy approach to reading in an effort to improve student achievement levels. That endeavor was largely because students benefited greatly from having levels of support that ranged from modeling, shared, interactive, guided, and independent reading. More importantly, Balanced Literacy required a shift in the delivery of instruction to small groups, shared and independent practice, targeted learning goals based on each student's reading levels as well as meeting the needs of different learning styles via listening, visual, tactile and technological engagement. It brought teachers together in conversations as to what students were being taught, at what rate were they growing, and tools to monitor progress in time for intervention. These efforts in the use of differentiated best practices and collegial dialogue resulted in a 30.84% increase in reading from 2011-2012 46.22% to 2013-2014 77.06% - the largest increase in any content at the Academy in the last eight(8) years. Based upon the positive results from differentiating the reading instruction and our collaborative efforts to increase reading achievement of our students, both big ideas -differentiated instruction and culture of collaboration will be extended to include student achievement in math, science, social studies and writing.

When 6+1 Writing Traits are added to the Balanced Literacy Block a perfect marriage is made. Writing is also important for the development of reading skills (Graham & Hebert, 2010) and can improve learning in other academic content areas (Bangert-Drowns, Hurley, & Wilkinson, 2004). The 6 + 1 Trait Writing Model of Instruction & Assessment reflects these research findings and facilitates the implementation of the recommended practices. We linked the writing data to the Writing 64.20 % below proficiency in 2013-2014. Statewide achievement data E/MS Writing is currently -1.7508: Achievement (z-score): -1.3984; Improvement (z-score): -0.1326; Gap (z-score): -0.4434. Underlying causes in writing is contributed to teachers lack of knowledge and capacity to teach writing as a process. For years the focus has been placed on grammar and mechanics rather the development of concepts of thoughts and ideas. Collaborating around student work and the processes it takes to meet adequate state standards directly links 6+1 traits to the data.

Math data from 2013-2014 MEAP showed 87.9% 3rd graders were below proficient in Math; 91.3% 4th graders were below proficient; 88.4% 5th graders were below proficiency in Math There was little to no distinction in the performance of subgroups. Top to Bottom Ranking data reported E/MS Mathematics was overall -1.328. Achievement (z-score): -1.7517; Improvement (z-score): 0.0391; Achievement Gap (z-score): 0.5033. Teachers who taught math demonstrated little or no common language of the discipline thereby making the vertical transition of students challenging. In addition, lack of differentiated opportunities was also an underlying cause for minimum growth in math.

Based on the analysis of data, the "My Math" program by McGraw Hill will be implemented school wide. McGraw-Hill My Math was developed after the completion of the Common Core State Standards and follows the intended scope and conceptual development as prescribed by the state and national academic standards. By identifying the key benchmarks and developing specific lessons to meet those expectations, McGraw-Hill My Math can insure content coverage and student success. At each grade level the content is organized around the CCSSM domains and in every chapter, the content is built around an Essential Question. The Standards for Mathematical Practices and differentiated instruction are embedded throughout McGraw-Hill My Math. These are clearly labeled for easy teacher access and are especially evident in the hands-on modeling approach, the strong problem-solving emphasis in every lesson and in the higher-order thinking exercises found throughout the student pages. The goal of the program is to make math make sense using differentiated instructional opportunities including technology by providing continuous conceptual understanding developed both within one grade and across multiple grades.



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Top to Bottom Ranking report showed E/MS Science Overall -0.9616. Achievement (z-score): -1.7245; Improvement (z-score): 0.0287; Achievement Gap (z-score): 0.7099. In Science 92.10% were below proficiency in MEAP Science 2013-2014. Lack of curriculum resources in science resulted in both teachers and students relegated to utilizing text, paper and pencil oppose to "real life/hands-on" science experiments and activities. Teacher capacity to teach science and the limited attention given to teach science were major contributors to the decline in Science as well, largely because teachers alternated days to teach science and social studies and thus both disciplines have been largely neglected.

Delta Sciences bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of science. Each module comes with a complete comprehensive science kits K-5. Students investigate key science topics through powerful combination of hands-on activities and reading. The modular series design allows you to select content to tailor your science program to meet students' needs and state standards. During the summer, teachers began training in science and writing unit plans. The work will be closely monitored and professional opportunities and job embedded professional development will continue. Over the past summer, we chose partner with D.S.M. (Delta Science Modules) to help us in turning around our science program. Not only did their activities engage students in inquiry-based learning, but their economical "refill kits" are readily available to replenish consumable items.

With a focus on differentiation, we expect to implement the instructional programs with fidelity, all of which are accompanied with common assessments and frequent progress monitoring to transform our school to a vibrant community where students learn. As the collaboration process grows, teachers will begin to address low areas of achievement through professional discussions and evaluation of instructional strategies. K-5 classrooms will reflect the differentiated instruction with an emphasis on ability grouping, center-based instruction, data analysis, use of technology.

A three year overview of the instructional program and levels of accountability are following. Teachers will make use of cross-curricular standards, CCCS, collaborate weekly in professional learning communities vertically and implement common assessments that will track student and teacher progress. Each phase will consist of:

- Planning & preparation for long term sustainability
- Developing and Building teacher capacity for knowledge and skills
- Measuring student's understanding with continuous progress monitoring
- Developing curriculum models, unit & lesson plans and assessments
- Implementing instructional modifications and sustaining & expanding capacity

READING: 2011-12 planning and capacity building for Balanced Literacy was spearheaded by the Reading Specialist of 3 years and district curriculum department; 2012-2014 consistent job embedded professional development was the norm; 2014-2016 Sustaining growth; 2018 exceeding targets.

MATH: 2012-2013 Assessing curriculum viability of My Math versus Every Day Math; 2013-2014 Planning & developing; Teachers were trained summer of 2014 for two weeks ending with unit plans, pacing guides and instructional outcomes to track performance and adult behaviors. 2014-2015 Building capacity and implementation by the Math Interventionists, Lead Math Teacher and Principal; 2015-16 analyze, reflect and respond to maximize performance and increase understanding; 2016-2018 Sustainability.

SCIENCE: 2013- 2014- Assessing viability of Delta resources, budget & long term feasibility; Teachers received one week training in the summer on Common Core, and Delta Science. Professional Development concluded with the teachers working collaboratively to develop unit plans in Earth, Physical and Life Science. 2014-2015 developing and building capacity; 2015-2016 analyze, reflect and respond to maximize performance and expand capacity to Next Generation Science standards, STEM and STEAM; 2017-2018 Sustainability. The Principal and Lead Science teacher will be responsible for contracted Science Specialist, STEM initiatives and Wayne RESA opportunities.

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WRITING: 2014-2015 Planning and preparation; 2015-2017 developing and building teaching capacity; 2017-2018 to reflect, respond and maximize performance. The launch of writing will begin Summer 2015 along with a more in-depth look at the integration of technology across the disciplines by the school leader, Curriculum department and teachers.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

We will promote the continuous use of student data to inform and differentiate instruction to meet academic needs of individuals students via data dialogues as learned by Michigan State University our continuous process for evaluating student work. Staff will collect individual student data from state assessments, quarterly assessments, instructional resources, reading running records, and data-digs with teachers. During our professional learning community and grade level meetings, teams will evaluate, assess, and adjust practice to ensure student needs are met and timely additional support is given.

At the end of every month all staff will engage in data digs with the school leader examining underlying causes; internal and external factors, rate of growth and strategies for moving forward. Teachers will receive support on how to use the data and create teacher-student friendly data walls for stakeholders to share the process. All data will be made public for stakeholder accountability and students will be taught how to track their progress and set smart goals for themselves. Lastly, all data points will be used to make instructional decisions on a regular basis; align lessons that focus on differentiating instruction to match student's learning styles; and ensure alignment to state standards and benchmarks.

It is expected that the instructional program and consistent monitoring will result in all students obtaining a minimum of one-year's growth in Reading, Math, Science and Writing according to timeline implementation. Extended learning opportunities, timely additional support and acceleration will be afforded through the RTI process. The establishments of common planning, clear objectives, a concentration on closing the learning gaps will increase the rate of response, adjustments and analysis.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

Increased time for core academic subjects will consists of redesigning the use of the current schedule.

Instructional blocks will shift from forty-five minutes to ninety-minutes for Reading, Writing, Science & Math. Social Studies will be integrated within the context of Reading as outlined in the Common Core Curriculum Standards (CCCS).

Our rationale for increasing learning is centered around our Big Ideas: Differentiated Instruction and a Culture of Collaboration.

"Fixing the design flaw" by offering differentiated learning opportunities (Big Idea) for students to get intervention, enrichment and acceleration while in class is advantageous. "In Prisoners of Time," Milton Goldberg's argues for longer school days, a longer school year, and more time dedicated to learning. (National Education Commission on Time and Learning, April 1994). He proposes " Fixing the design flaw makes possible (1) Radical change in the teaching and learning process; (2) Greater use of team teaching; (3) Increased time for teacher collaboration (Big Idea) in which groups of teachers, often from different disciplines, work together with students; (4) Make it easier for schools to take advantage of instructional resources in the community-workplaces, libraries, churches, and community youth groups-and to work effectively with emerging technologies; and (5) Group students according to need and not age.

Increased time for enrichment activities will consists of redesigning the use of the current schedule.

Recapturing one-hour of the school day for four days a week will be dedicated to student Learning Labs that will consist of performing arts clubs, homework help, tutoring, flip learning labs, math wars, science labs, and champion reading classes for all levels of readers. Teachers will work collaboratively to specialize instruction custom-tailored for individual needs of learners.

The rationale for this comes from the Input from data, based on need, student/community interest, and desired learning strategies. These changes will allow enrichment to be specific, timely and intentional for every learner. Enrichment will work in concert with the research-based learning practices being implemented by the school/district. In addition, the enrichment a.k.a. learning labs will boost morale among parents, teachers, students and community leaders as valued partners in which their feedback is considered. Lastly, enrichment programs will be

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sustained and based on community partnerships.

Increased time for professional collaboration is part of redesigning the use of the current schedule.

Our rationale for increasing professional collaboration is centered around our Big Ideas: Differentiated Instruction and a Culture of Collaboration. Added time for collaboration for professional learning and instructional improvement efforts, including curriculum alignment, data dialogues, school improvement review, the and monitoring and adjusting the academic track of students must be priority.

To effectively turn the school around, teachers must become the "leadership team responsible for implementing these actions under a new or newly empowered principal, and the magnitude of turnaround success will hinge in part on their effectiveness in this task. Teachers are essentially the turnaround leaders of their classrooms, with the additional responsibility of collaborating to implement successful tactics and reduce failed ones across the entire school" ("School Turnaround Teachers: Competencies for Success" ©2008 Public Impact for The Chicago Education Fund). For this cause, the following opportunities for professional collaboration are:

- Two-week Summer Institute of Professional Learning and Collaboration
- Saturday Professional Development and Implementation planning
- Monthly Professional Learning Community team meetings (2 per/month), school improvement team meeting (1 per/month), data team meetings (2 per/month), and job embedded bi-weekly professional development.
- Grade level and vertical curriculum alignment team meetings (weekly).

### **Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

We will employ ongoing mechanisms for engaging families and community in driving student achievement. Our families and community are active members of our team and every measure will be taken to have them a part of our culture of collaboration. They will be afforded opportunities to learn differentiated instruction, understand and navigate the instructional programs and enhance learning through ongoing family/community workshops.

Distribute a booklet at the end of the previous school year summarizing: Goals achieved, Academic accomplishments, Performing Arts accomplishments, Special events, Award/Recognition ceremonies. Include all families and community in the dialogue surrounding data.

Encourage parents to establish a reading, Math, Science and writing schedules for their child during the summer. Start our school year with a Welcome Parent Meeting and Title I Meeting that includes: welcome address, learning expectations/goals for school year, overview of school policies and procedures, and open forum for parents to get involved, preview and take action in data driven areas.

Within the first month of school host an Open House where parents spend time in classrooms and experience learning techniques utilized in the classrooms ( Math, ELA, Science and Technology); have opportunities to meet instructor and converse for at least 1 ½ hours; Interact with students; Question/answer session that will benefit student, parent, and teacher. Throughout the year, parents may be engaged in any if not all of the following: PTA monthly meetings; dialogue about Data walls; monthly newsletters; parent-Teacher Conferences, parent workshops on Homework, content specifics, college and career readiness, parent Data, Math, Reading and Science Nights, technology classes and title 1 parent advisory. Offer shuttle for students to transition to Middle and High school and free breakfast and lunch programs.

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The school is implementing multiple strategies to engage community partners in reform efforts/activities. Our goal is to build the whole child with the understanding that, if the physiological, emotional, social and psychological needs of our community are not met, learning is becomes a challenge.

Maintaining our partnerships with the State Representatives to assist with Detroit Blight surrounding our school improves the environment in which our students travel to and from. Collaborating with Covenant Care to provide free health screenings, immunizations, and examinations for all of our children; partnering with St. John Hospital for RTI support; Mobile Dentist, patronize local businesses, collect/distribute food baskets during Thanksgiving/Christmas to needy families, invite neighborhood pre-schools and day care centers to school events and performances, invite neighborhood business owners to school performances; performing Arts student perform at various events outside of the school.

Even more of an impact is our two-way communication with our broader goals to form partnerships with community based on student outcomes and mutual goals. With their resourceful and generous support to close the learning gap for our students is becoming exciting. For example with Science being one of our areas of critical need we have partnered with Bricks4Kids and GMC World In Motion to put the E-Engineering in STEM from Kindergarten to 5th grade. We have doubled our outreach for our annual "Real Men Read" which also serves as a catalyst to career and college readiness. The Principal's goal of having all students experience college became a reality. With the excitement and planning of teachers, staff, school leaders, and parents our partnerships allowed us to take 250 Kindergarten, 1st and 3rd graders for a full-day experience at Michigan State University and 150 2nd, 4th and 5th graders for a full-day experience at Wayne State University. Lastly, we started a Saturday College Kidz Academy for students furthest away from proficiency and really need to know what accomplishments and short gains look and feel like.

To expand our capacity for teacher professional development and student growth we have partnered with MAPSA who has laid the foundation for our Culture of Collaboration (Big Idea), PLC, building leader capacity, and increasing technology. Wayne RESA ISD and MSU continues to provide us with an in-depth look at the instructional learning cycle, school-wide improvement efforts, capacity building and technical assistance.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

**Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

A statement of affirmation has been attached by the Superintendent and the Management Company affirming that the School Improvement Team and building leader will determine the school's Title 1 budget. It is understood that all stakeholders (parents, community partners, teachers and staff) will have input in the operational flexibility of the school.

The Principal has the autonomy over:

- The selection of staff members for their school as well as manage their budgets including Title 1 funding, to ensure that they can execute Priority goals. Budgetary strategies to support achievement inclusive of rewards programs, professional development, parent/community initiatives, and directing expenses for instructional, operational and supplemental services.
- The scheduling, calendars and timely additional support services for all staff and students. The ability to remove scheduling barriers that limit instruction in core content areas where possible, including split classes, making use of technology to enhance instructional efficiency or adding intervention opportunities.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

The district plans to access and provide intensive technical assistance and related supports for the school through the following vehicles:

- Marvin L. Winans Academy of Performing Arts Board, Management, District Office
- Wayne RESA ISD School Improvement Office
- Michigan State University office of K-12 Outreach Intervention specialist
- Michigan Association of Public Charter Schools
- Saginaw Valley State University Authorizing Institution
- School reform team inclusive of parents and community partners

Technical assistance will range from internal and external professional development, ongoing data dialogues and monitoring, galvanizing staff around the execution of big ideas, providing of timely support and feedback as it relates to removing administrative policies or practices that pose as barrier to reform efforts whether internal or external; Affording school opportunities to celebrate early wins by recognizing every  
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milestone of success for staff, parents, and students.

Dr. Randy Hayward, Superintendent is the central office contact person responsible for monitoring and supporting the school.